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|  | **Mild** 1 Service Delivery Unit Minimum of 15 30 Minutes per Week | **Moderate** 2 Service Delivery Units Minimum of 31 60 Minutes per Week | **Severe** 3 Service Delivery Units Minimum of 61 90 Minutes per Week | **Profound** 5 Service Delivery Units Minimum of 91 + Minutes per Week |
| **Severity of Disorder** | Impairment minimally affects the individual's ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener, such as teacher, parent, sibling, peer. | Impairment interferes with the individual's ability to communicate in school learning and/or other social situations as noted by at least one other familiar listener. | Impairment limits the individual's ability to communicate appropriately and respond in school learning and/or social situations. Environmental and/or student concern is evident and documented. | Impairment prevents the individual from communicating appropriately in school and/or social situations. |
| **Articulation/ Phonology** | Intelligible over 80% of the time in connected speech.   No more than 2 speech sound errors outside developmental guidelines. Students may be stimulable for error sounds. | Intelligible 50-80% of the time in connected speech.   Substitutions and distortions and some omissions may be present. There is limited stimulability for the error phonemes. | Intelligible 20 49% of the time in connected speech. Deviations may range from extensive substitutions and many omissions to extensive omissions. A limited number of phoneme classes are evidenced in a speech-language sample. Consonant sequencing is generally lacking.   Augmentative communication systems may be warranted. | Speech is unintelligible without gestures and cues and/or knowledge of the context. Usually there are additional pathological or physiological problems, such as neuro-motor deficits or structural deviations.   Augmentative communication systems may be warranted. |
| **Language** | The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1 to 1.5 standard deviations below the mean standard score. | The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1.5 to 2.5 standard deviations below the mean standard score. | The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests (if standardized tests can be administered). Performance is greater than 2.5 standard deviations below the mean standard score.   Augmentative communication systems may be warranted. | The student demonstrates a deficit in receptive, expressive or pragmatic language which prevents appropriate communication in school and/or social situations.   Augmentative communication systems may be warranted. |
| **Fluency** | 2 4% atypical disfluencies within a speech sample of at least 100 words.   No tension to minimal tension.    Rate and/or Prosody   Minimal interference with communication. | 5 8% atypical disfluencies within a speech sample of at least 100 words.   Noticeable tension and/or secondary characteristics are present.   Rate and/or Prosody   Limits communication | 9 12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present.     Rate and/or Prosody   Interferes with communication | More than 12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present.   Rate and/or Prosody   Prevents communication. |
| **Voice** | Voice difference including hoarseness, nasality, denasality, pitch, or intensity inappropriate for the student's age is of minimal concern to parent, teacher, student, or physician.   Medical referral may be indicated | Voice difference is of concern to parent, teacher, student, or physician. Voice is not appropriate for age and sex of the student.   Medical referral may be indicated. | Voice difference is of concern to parent, teacher, student or physician. Voice is distinctly abnormal for age and sex of the student.   Medical referral is indicated. | Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in production of speech.   Medical referral is indicated. |